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ABSTRACT

This general guide to a grade 4 social studies course outlines goals, content, and teaching methods on the theme Communities Around the World, with an economic emphasis. Different communities are used as vehicles to teach about contrasting economic systems and the relationship between the economic system and the rest of culture. Four major units of study are: 1) Our Own Community--An Economic Emphasis; 2) A Soviet Community--Urban and Rural; 3) The Trobriand Islanders; and, 4) A Village in India. Objectives for this level of instruction are outlined and the handbook also advises teachers on the use of the individual resource guides to accompany each unit. Charts appended indicate more specifically the way in which the stated goals are developed, covering these areas: 1) sequential development of economic, anthropological and sociological, political and geographic concepts; 2) sequential development of generalizations; 3) sequential development of skills; and, 4) sequential development of attitudes. The resource guide for the unit A Soviet Community--Urban and Rural is document SO 001 275; other related guides in this social studies sequence are SO 001 275 through SO 001 287. (Author/JSB)

Chelmsford Public Schools

Chelmsford, Massachusetts

TEACHER'S GUIDE TO

GRADE FOUR

on

COMMUNITIES AROUND THE WORLD

(THEIR ECONOMIC SYSTEMS)

These courses are part of an articulated curriculum for grades K-12 that was developed by The Project Social Studies Curriculum Center at the University of Minnesota under a special grant from the United States Office of Education. The resource units were revised following field testing in the Chelmsford Public Schools.

1969

FOREWORD

The basic responsibility of the Chelmsford social studies program is the development of informed citizens fully aware of the need for insuring the dignity and worth of the individual, for personal involvement in improving the society they have inherited, and for recognizing the interdependence of all peoples. In the largest sense, then, the goal of the social studies program in the Chelmsford Public Schools is to prepare students for intelligent participation in a free society.

In order to develop a program to achieve this goal a variety of materials were examined along with recent research and curriculum development in social studies education. A strong feeling developed as the result of this study, that materials finally selected for use in the Chelmsford Schools should develop concepts and skills from both the affective and cognitive domain, that the materials foster the development of the process of inquiry, and that the program incorporate the systems approach in its use of media.

Following extensive field testing in Chelmsford classrooms, materials developed at the Project Social Studies Curriculum Center at the University of Minnesota were selected to provide the curricular framework for the Chelmsford program. The resource units that accompany this guide were revised in light of classroom experiences by a team of classroom teachers during the summer of 1969.

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FOREWORD

These units are designed to guide the teacher in his use of the multi-media kits that are found in the classroom and in the 16 mm films and videotapes available through the Chelmsford media center. It is strongly suggested by the teachers who worked with the program that the classroom teacher do two things before introducing the unit to his students: read the background material provided on the culture and then survey the unit and its related materials. Since these units are resource units, teachers are encouraged to develop resource units of their own using the framework of generalizations, skills, and attitudes outlined by the program.

The Chelmsford Public Schools are indebted to Dr. Edith West, Director of Minnesota Project Social Studies, for making the Project's materials available for field testing and for her advice and counsel during the field test period. Special thanks are also extended to the classroom teachers who field tested and revised the resource units for use in the Chelmsford schools.

Charles L. Mitsakos
Coordinator of Social Studies

July 4, 1969

GOALS FOR THE COURSE

The resource units make it clear that the fourth grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with objectives for the course. Charts appended to this guide indicate more specifically the way in which goals are developed in the different units.

Behavioral Goals Related to Values

This course is designed to help children develop a number of the values identified by the Center's staff as goals for the entire social studies program. For example, the units are built to try to develop curiosity about social data. The choice of units for this level also indicates rather clearly the staff's concern for helping children learn to accept diversity as natural and to value human dignity.

It should not be thought that some of the attitudinal goals are neglected merely because there is no check against them under a specific unit in the chart on attitudinal goals. The checks indicate those units in which the goals have been kept in mind in designing specific activites and sometimes the entire unit approach. Many of the other attitudes will be reinforced in units in which they are not checked.

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Teachers working with this course for the first time may be bothered by how to handle comments and questions which indicate that children are surprised by or even upset by the values and practices of people in other societies. One of the main purposes of this course is to teach children to understand why people act differently than we do, why they believe and value different things, and to understand that to these people such behavior seems natural and right. Children should learn to accept diversity in a nation and in a world in which they must live with diverse peoples. They should learn that our ways are not the only possible ways to live and that we can learn from other peoples of the world. However, the goal is not to get children to adopt the values of these other cultures. We wish children to understand without adopting them or even thinking that all of the ways are good for the people of the other society. The idea of cultural relativity is no longer accepted by anthropologists. As one anthropologist has written, "one may not accept what is as what should by, on the mere grounds that 'it is so.'" Children should learn to ask themselves how other people would think and feel about things. We should not expect children to feel the same way. Nor would we really want them to, since they must learn the values and norms of their own society if they are to live in it with-

out experiencing serious difficulties. Children must learn that diversity is not bad in and of itself, but that what others do in other societies might not be acceptable in our own society any more than our behavior would be acceptable in some other societies.

The teacher should try to avoid condemnation of a practice merely because she does not like it. Children can be asked to think about the consequences of different types of behavior for the people who live in the society. The teacher must be careful, however, to avoid any suggestion that a practice may make people unhappy merely because it would make her or even most American people unhappy. For example, most Americans would not like to have their husband or wife chosen for them. This does not mean that this form of marriage arrangement makes the people of India unsatisfied. The question of the effects of certain practices upon people's feelings is a question which can be investigated through empirical methods. Studies have been made, for example, of the attitudes of Indian college students toward arranged marriages. We need to look at this kind of data, not consider how we would react to practices which differ from ours.

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Skills

This fourth grade course is designed to develop many skills. A number of these are related to methods of inquiry. Some of the geographic skills were introduced in earlier courses and are reviewed and developed more intensively in grade four. They are also taught again at later levels in the curriculum

The chart showing the sequential development of skills in this course is presented on pages 34-36 of this guide. It should be noted that some of the skills are not listed as objectives in more than one unit during the year (e.g. interprets flow charts or models). Later units give pupils opportunities to practice and improve the skill. Teachers may find that they should work intensively on the skill in a number of units. If so, they should list the skill as an objective of the later teaching units.

Some of the skills objectives should be taught in all of the units for which they are listed. These are the thinking skills related to inquiry (e.g., sets up hypotheses, classifies data, applies previously-learned concepts and generalizations to new data, generalizes from data, and tests hypotheses against data). Moreover, some of the geographic skills should be emphasized in each unit in which they are listed in order to teach children to use them effectively and to develop the habit of using them.

Other skills are listed for more than one unit, also. The teacher may decide to postpone teaching the skill in the first unit in which it is listed. Or she may feel that it is unnecessary to teach it to all children in the second unit in which it is found. However, she may still wish to work with a small group of children on the skill in this unit.

Goals Related to Concepts and Generalizations

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of them in the K-12 curriculum. The sequence for grade four is interdisciplinary. It is designed to teach children important concepts from economics, anthropology, and geography. The concepts taught do not constitute a structure for any one of the disciplines, although those in economics come close to doing so. However, the concepts are important to one or more of the disciplines drawn upon in the course. The staff's point of view about structure in disciplines is explained in background papers #'s 1 and 2. For further analysis of a structure for a specific discipline, teachers are referred to the background paper on that discipline. It should be pointed out here that even though this course does not provide a structure for each of the disciplines drawn upon, children will develop a structure for each discipline as they move through the curriculum

Most of the generalizations to be developed are presented in the terms of the social scientist. No attempt should be made to have children learn the statements as they are presented in the resource units. Rather, children should be encouraged to generalize in their own words.

Even though the objectives for a particular procedure within a resource unit do not

show clearly that the procedure is designed to teach children about the culture concept, the teacher should keep in mind the fact that this concept helps tie the entire curriculum together. Many of the procedures in this course are designed to teach different aspects of the culture concept. Details about what people eat in the Trobriand Islands or in India, for example, are included not because it is important for children to know these details. They are included to teach children that all people must eat (a cultural universal) but that what they eat and how they eat may differ from society to society (sultural diversity). Data on Trobriand canoes and sailing abilities are not important except to develop an appreciation of the skills and culture of the Trobrianders and to teach the children something about the economic and social organization of the community. Details on the Trobriander's kula arrangements are interesting in and of themselves. However, they are included to teach children that some societies place much less emphasis upon a market economy than we do or upon a command economy than the Soviets do and much more emphasis upon exchange by reciprocal relationships. Such data also help children understand that an economic system is part of a total culture--that cultural values and norms affect the kind of economic system which is developed. In other words, details about cultures are included only because they are needed to teach certain concepts, generaliz
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The Rationale for the Number of Objectives

These resource units differ from many units in part because of the large number of generalizations and skills to be taught. The teacher should remember that many of these generalizations and skills are found in several of the units in the fourth grade course. Moreover, many are reviewed from earlier grades, and all will be taught again through different content in later grades. This means that it is not necessary or wise to spend too much time clinching a single generalization in any one unit. Rather, children should generalize and hold these generalizations as tentative--as hypotheses to be tested more fully as they study other units. At the end of the course they can generalize more fully about differences in economic systems or factors affecting output than they could in the first unit. However, they should still understand that generalizations may need to be modified later, that they should be held tentatively, always subject to change in the light of new evidence.

Because of this reinforcement and further development of concepts, generalizations and skills, it is important for the teacher to read through the objectives of all of the units before she begins the course.

It would be wise, also, to examine the objectives of earlier courses. The charts on goals, which are found at the end of this guide, are keyed to show which ones were taught in earlier grades.

TEACHING STRATEGIES

For a more complete discussion of inquiry approaches in teaching, the teacher should read a number of the background papers. Background Paper #1 analyzes in more detail the Center's point of view about inquiry as a teaching strategy and what inquiry involves. Background Paper #10 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods and techniques used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques which might be taught to pupils in some of the courses.

The fourth grade course emphasizes a teaching strategy which encourages children to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher. Children are asked to make guesses or set up hypotheses. They undoubtedly arrive at hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some ideas they have learned in the past

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The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategy. There is also a place at times for children to find out what others think about certain kinds of data. They may do so by listening to the teacher read a story or to a guest speaker or by seeing films. Such activities may help children compare sources of information and provide them with opportunities to evaluate sources. These activities provide children with help in understanding different points of view or how people in other cultures may perceive things. The stories give children a chance to identify with people in the story and so to understand their feelings.

Stories which children listen to or which they read also give children concrete data from which they can generalize about cultural diversity, about how culture is learned, about norms and values, about socialization, and about economics. The teacher should not tell children the generalizations. even when she may provide the raw data from which they can generalize.

There are many occasions in the units when children view pictures and are asked to make guesses about things from these pictures. Questions in the guides should help them make such guesses. Stories and other materials, including maps, can then be used to help them check on their guesses.

Teachers should encourage children's guesses as being as worthwhile at some stages of thinking as statements which present a commentary on facts seen in pictures or found in stories. At other times children should be asked to listen or look for things which can be used to test these guesses or hypotheses. Even at this stage, however, children should be rewarded for coming up with new ideas about possible hypotheses or for asking relevant questions which have not been raised earlier. Whether or not children will learn to ask questions, set up hypotheses, and generalize for themselves, depends in part upon whether or not such behavior is discouraged or encouraged by teachers. However, the teacher should not always say "yes" or "that's right" or "good" when a child presents an idea which the teacher thinks good. Rather, the teacher may wish to suggest that this is a new idea or an interesting idea and ask what ideas other children have. Then children can test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the

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At times children may fail to limit generalizations sufficiently or may arrive at faulty generalizations which cannot be supported by present data and knowledge in the social sciences. If so, the teacher should not feel obligated to correct children immediately. Rather she should have pupils think of these generalizations as possible hypotheses to be tested later. Indeed, at times it is beneficial for children to over-generalize and later discover that they must modify their generalizations. Thus if they have over-generalized about economic motives or about how basic economic questions are resolved in unit one, they may have to modify their generalization when they study the other units. This experience should help them learn the need to hold generalizations tentatively.

When children arrive at generalizations which are obviously contradicted by data, the teacher needs to consider two questions. First, do later parts of this unit or later units during the year provide material to help them test these generalizations so that children should be permitted to think of them as tentative generalizations or hypotheses until then? Second, do later courses in the curriculum provide material to help them test and limit generalizations? For example, will units in grade five help them limit a geographic

generalization which they have arrived at in one of the fourth grade units?

If the answer to either question is "yes," it may be wise to let pupils hold these generalizations tentatively but to remind them they should think of them as hypotheses to be tested in later units. This is probably the procedure to use if the generalization represents an over-generalization which does not take into account some of the more sophisticated limitations which a social scientist or even an older child might place upon it.

On the other hand, suppose the answer to both questions is "no." Or suppose that the generalization is not just too broad but is obviously contradicted by data which children have already come across or which could be presented to them in an understandable from within the unit beign studied. The teacher should then spend more time helping children test their generalization at this time. Rather than merely telling children that their generalization is wrong or needs to be limited, the teacher might confront children with data. For example, she could read excerpts from books, tell stories, show pictures or films or merely relate certain facts. This data should be such as to lead children to modify their generalization or arrive at a better generalization without telling them what is wrong.

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THE FOCUS OF THE FOURTH GRADE COURSE

The fourth grade course continues to use the theme of "Communities Around the World," but the course has an economic emphasis. The different communities are used as vehicles to teach children about contrasting economic systems. Children will spend a large portion of their time finding out in simple terms how our own economic system operates. However, they will discover that in some societies the government plays a much greater role, and that in some societies there is much greater emphasis upon exchange through traditional reciprocal relationships than by a market system or governmental decisions. Children will see that the total way of life, including cultural values and the social system, affects the economic system.

Although the focus of the fourth grade course is upon economics, the economic institutions are added to other institutions studied in earlier grades. By the last half of the course, children will be studying total cultures in order to see the relationship of the economic system to the rest of the culture. This means that the course continues to develop concepts related to culture, social organization, and social processes. Children should acquire data to enable them to generalize

more fully and carefully about cultural norms and values, about culture as learned behavior, about cultural diversity, and about cultural universals and the psychic unity of mankind. They should also be able to generalize more fully about concepts related to social organization, social processes, and cultural change.

The communities are also use to teach children additional site concepts and review many of the site concepts and geographic skills learned in earlier grades.

GENERAL OUTLINE OF THE FOURTH GRADE COURSE

This course includes the following units:

Unit 1--Our Own Community--An Economic Emphasis.

This unit begins with family experiences which children will be able to draw upon to develop simple ideas about consumer and capital goods, durable and non-durable goods, the production of goods and services, and producers. Still using family experiences and the local community, the unit helps children understand the concept of economic scarcity. Children develop a simple flow chart to help them understand how our economic system operates. They gradually add more and more variable to this chart. The unit helps children learn about barter, money, and banks. Children

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The unit continues to build some geographic ideas related to factors affecting where things are likely to be produced. They spend considerable time trying to find out why certain goods are produced in their local community. The unit ends with an attempt to help children summarize the ways in which the market serves to help resolve basic economic questions and how the market is modified by government policies.

Unit 2--A Soviet Community--Urban and Rural

This unit provides a contrast to the pupils' own economic system and illsustates a modified command economy. Children draw upon what they have learned in the second grade course on the Soviet family to analyze how the Soviet people are affected by economic decisions of the government. They also study the operation of the economic system in more detail in both urban and rural areas.

Children study more site concepts about the

U.S.S.R. as a whole than in the second grade. They are asked to draw many inferences from a comparison of different map patterns.

Unit 3--The Trobriand Islanders

This unit provides a useful example of an economic system in which exchange is affected far more by traditional reciprocal relationships than by either the market or any command system. However, as in earlier units, children find out that the economic system provides a mixture of traditional relationships, market, and government. They also find out how change has been taking place within the economic system and the wider culture. In order to teach these ideas, children look at the Trobriand culture as a whole, rather than just economic institutions.

This unit is also used to teach children a number of site concepts. In addition, it is used to teach them how to use the grid of parallels and meridians and an atlas index to locate places.

Unit 4--A Village in India

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fers in cities. Children spend much time studying reciprocal exchange in the villages but find out also that the people in villages are affected in part by a market and by government policies. In the last part of the unit, they are introduced briefly to the idea of overall economic planning of a different type than that found in the Soviet Union.

Although this unit focuses upon economic institutions, children study the larger culture of the people in order to find out how cultural values and norms and how social institutions (particularly the caste system) affect the economic system.

The unit is also used to review a number of geographic concepts, generalizations, and skills and to teach new ones.

Each of these units calls for a slightly different emphasis upon kinds of materials used. Unit one depends largely upon the use of community resources, upon things which pupils can see, visit, or find in their own area. Unit two depends more heavily upon maps, audio-visual materials such as pictures, films, and filmstrips, and having the teacher read stories or descriptions aloud in class. Unit three calls for greater use of stories which have been prepared by the Center for the children to read. However, this unit, too, depends heavily upon the use of pictures. The last unit provides some written materials

for grades. These are of a more descriptive nature than most of the materials prepared for unit three. The unit on India also calls for reading aloud stories and descriptions and the use of pictures, filmstrips, and films. Both units three and four resemble the second unit in their use of many maps.

THE PLACE OF THE COURSE IN THE OVERALL CURRICULUM

It is important to note the way in which the fourth grade course fits into the entire curriculum. The kindergarten program is designed to acquaint children with the general idea of varied peoples in the world and with simple geographic concepts and skills. Children will have studied their own neighborhood, learned something about directions and distances, made simple maps and learned to use simple globes and maps. They will have found out that communities and countries are dependent upon each other for many goods and resources. They will also have been introduced to the idea of change in the environment which results both from natural forces and from man's activities.

It seems appropriate to have children begin their study of culture by focusing upon only one institution--an institution which is close to their lives. The two

[illegible] in a simple way [illegible] family. Children may [illegible] education and the [illegible] They will be [illegible] concepts such as special [illegible] interdependence. However, to study other institut[illegible] noted that grade two inc[illegible] the Soviet Family of Mos[illegible]

Grade three uses the the[illegible] Around the World" to int[illegible] more detail to social an[illegible] stitutions. Again some [illegible] are developed, but the m[illegible] economic institutions do[illegible] grade four. One unit in[illegible] cuses upon the non-econo[illegible] children's community.

In each of the grade le[illegible] institutions are added t[illegible] institutions which pupil[illegible] earlier. That is, as ch[illegible] Manus or Paris community [illegible] they will also notice so[illegible] family life in these comm[illegible] look at economic life in [illegible] in grade four, they will [illegible] the family life and the [illegible] life in an Indian village [illegible] children study more inst[illegible] level until they are abl[illegible] cultures without too muc[illegible]

[illegible] sequence of "Families Around the World" does introduce several other institutions in a simple way as children focus upon the family. Children will notice differences in education and to some extent in religion. They will be introduced to simple economic concepts such as specialization and economic interdependence. However, they will wait to study other institutions in greater depth noted that grade two includes a unit on the Soviet Family of Moscow.

Grade three uses the theme of "Communities Around the World" to introduce children in more detail to social and political institutions. Again some economic concepts are developed, but the major focus upon economic institutions does not come until grade four. One unit in grade three focuses upon the non-economic aspects of the children's community.

In each of the grade levels from one to four, institutions are added to a study of other institutions which pupils have examined earlier. That is, as children look at the Manus or Paris community in grade three, they will also notice some things about the family life in these communities. As children look at economic life in the village of India in grade four, they will find out much about the family life and the social and political life in an Indian village. In this fashion, children study more institutions in each grade level until they are able to look at total cultures without too much confusion.

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THE FORMAT OF THE RESOURCE UNITS

The main part of each resource unit is set up in a double-page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. The objectives column is found in the first column on the left-hand page. This column answers the questions: Why should we use this procedure or teach this content? What should be the focus of the procedure? The second column on the left-hand page presents an outline on content. This column answers the question: What topics should we teach? The first column on the right-hand page includes suggested teaching procedures. This column answers the question: How can we teach these objectives and this content? The final column on materials of instruction answers the question: With what materials can we teach these objectives and this content?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are prededed by a G and are in plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective(s) listed in the column for a single

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procedure. An objective is not repeated until a different objective intervenes.

It should be noted that any one teaching procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalizations(s) are listed for a particular procedure, the teacher can direct her handling of the procedure to appropriate ends. As stated earlier, however, she should not feel that children should learn a generalization as the result of this one procedure. The procedure should help lead to the development of the generalization but is almost never the only procedure aimed at accomplishing this end, even within the same unit.

If nothing is printed in the content column opposite a particular procedure, the teacher should look at the last content presented for an earlier procedure. It is not repeated for each new procedure.

The materials column does not include complete bibliographic data nor all of the references which might be used, The bibliographic data can be found in the bibliography at the end of the main body of the unit. The bibliography frequently includes

other books and materials which may be used in the unit but which are not so necessary as those listed in the body of the unit. Teachers are encouraged to add other materials as they are published or suitable materials which are in their school libraries but which are not listed in the bibliography.

ADAPTING RESOURCE UNITS TO SPECIFIC COURSES

The units provided by the Center are resource units. Naturally, teachers are expected and encouraged to add their own ideas for materials and teaching procedures. These units are intended to suggest possibilities, not to present a cut-and-dried course.

Since these units are resource units, teachers are not expected to use all of the suggested procedures. Indeed, they could not do so in any one class. Rather, they shoul select and add procedures which are most suitable for each class. They should consider a number of factors as they make this selection.

1. The objectives which they wish to emphasize in the unit.

   Suppose the teacher discovers that children need much more help on certain map-reading skills. She may wish to add some objectives which are not

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included in the resource unit. On the other hand, suppose she discovers that children have developed considerable ability to use a specific map-reading skill. She may then wish to omit this skill as an objective or at least merely review its use rather than using all of the activities designed to teach it.

2. The general ability level of the class.

For example, in a class of largely low ability children the teacher may wish to spend more time on some of the activities which call for making concrete items, manipulating things, or drawing.

3. The differing abilities and interests of class members.

This criterion is particularly important in selecting individual and small group activities and in helping children find the books and materials at their reading level.

4. Previous experiences of children.

The selection of objectives, content, procedures, and materials will depend in part upon: (a) previous experiences outside of school, such as trips, visits to museums, where children have lived before coming to the community,

socio-economic background of children, etc.; (b) earlier school experiences, including whether or not children have come through earlier courses in the Center's curriculum. Much more attention will have to be paid to geographic skills and concepts, for example, if children have not come through earlier courses in the Center's curriculum.

5. The rest of the school curriculum, both in social studies and in other fields.

The teacher will need to consider questions such as the following: What are children learning in their science and mathematics units which might help them in social studies? For example, are they learning anything about maps in one of the new math programs? Does any of the work in science help them understand globalism or climate, etc.?

6. Materials available for the course.

Some procedures will have to be omitted if needed materials are not available or if other materials cannot be substituted. (However, the teacher can attempt to obtain such materials for another year.)

THE PREPARATION OF THESE MATERIALS

The Curriculum Center at the University of Minnesota had as it development and try-ou cular framework for gr basic assumptions of t criteria for selecting cussed in the Center's #1. A tentative curri was used in developing source units and sampl at various levels wher No attempt was made to set of materials for c the aim was to try out using as many material other sources as possi menting these material veloped by the Center were needed in order t

The resource units and dren were developed by Background papers for paring the units on th Trobriand Islanders, a India were prepared by a professor of economi Adolphus College in Mi Holt, the staff's anth Ardis Gustafson, an el teacher in North St. P taking graduate work i Education at the Unive Drafts of units for pr were developed by Joan Monson, instructors in Education at the Unive and Ardis Gustafson of Public Schools. The o

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of Minnesota had as its major goal the development and try-out of a new curricular framework for grades K-12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper #1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for children. Rather, the aim was to try out the curriculum, using as many materials available from other sources as possible, and supplementing these materials with a few developed by the Center only where they were needed in order to teach the units.

The resource units and materials for children were developed by a number of people. Background papers for use by those preparing the units on the Soviet Union, the Trobriand Islanders, and the Village in India were prepared by Rufus Logan, then a professor of economics at Gustavus Adolphus College in Minnesota, Shirley Holt, the staff's anthropologist, and Ardis Gustafson, an elementary school teacher in North St. Paul who was on leave taking graduate work in anthropology and Education at the University of Minnesota. Drafts of units for preliminary tryout were developed by Joan Jurkovic and Diane Monson, instructors in the College of Education at the University of Minnesota, and Ardis Gustafson of the North St. Paul Public Schools. The original units on

the Soviet Union and on the Trobriand Islanders were developed under the general direction of Professor Vincent Rogers, those on the U.S. community and on India under the general direction of Professor Everett Keach. Following several try-outs in Public schools; the units were revised by Edith West and Ardis Gustafson.

The materials for children on India were developed by Ardis Gustafson and those on the Trobriand Islands by Professor Edith West.

Following a period of field testing in the Chelmsford Public Schools, the units were revised by a team of Chelmsford teachers during the summer of 1969. Leda Drouin, June Gould, Jean Gurecki, and Gail Hennigar made up this team under the general supervision of Charles L. Mitsakos.

SEQUENTIAL DEVELOPMENT OF CONCEPTS	U.S.	U.S.S.R.	Trobriand Islands	India
ECONOMIC CONCEPTS				
1. Scarcity	X	X	X	X
2. Economic Goods	X			
3. Production	X		X	
4. Consumption	X	X		
5. Economic goals	X	X	X	
6. Output and growth	X		X	
a. Productive resources or factors of production	X	X	X	
*1) Natural resources	X		X	
2) Labor (producers)	X		X	
3) Capital goods	X	X	X	
b. Savings and investment	X	X		
c. Technological development	X		X	
d. Organization of productive resources	X		X	
*1) Division of labor and specialization	X		X	
a) Mass production	X			
(1) Assembly line	X			
2) Business firm	X			
a) Individual proprietorship	X			
b) Partnership	X			
c) Corporation	X			
d) Cooperative	X			
7. Exchange	X		X	
*a. Trade	X		X	
1) Barter	X		X	
2) Money	X		X	
b. Banks	X			
8. Distribution	X		X	
a. Wages	X	X		
b. Interest	X			
c. Profits	X			
1) Costs of production	X			
d. Taxes and government expenditures	X			

* Introduced in earlier course.

	U.S.	U.S.S.R.	Trobriand Islands	India
9. Living levels		X		
10. Economic System or Means of Allocation	X	X	X	X
a. Market economy	X	X		X
*1) Price and Competition	X	X		
*(a) Supply	X	X	X	
*(b) Demand	X	X	X	
2) Private enterprise system	X			
b. Command economy		X		X
1) Government ownership		X		
c. Traditional economy			X	X
1) Reciprocal relationships system			X	X
d. Mixed economy	X		X	X
e. Change in system of allocation	X		X	X
ANTHROPOLOGICAL AND SOCIOLOGICAL CONCEPTS				
*1. Culture		X	X	X
*a. Norms and values		X	X	X
*b. Learned behavior patterns			X	X
*c. Diversity and uniqueness		X	X	X
*d. Universals (Including psychic unity of mankind)			X	X
*e. Integration			X	X
*f. Change		X	X	X
1) Diffusion			X	X
*g. Continuity or persistence			X	X
*2. Social Organization		X	X	X
*a. Roles			X	X
*b. Leadership			X	X
*c. Institutions		X	X	X
*1) Family		X	X	X
*2) School				X
*3) Religious				X
*4) Political		X	X	X
5) Economic		X	X	X
d. Stratification or class		X		X
1) Caste				X
2) Social mobility				X
3) Status			X	X

	U.S.	U.S.S.R.	Trobriand Islands	India
*3. Social Processes	X	X	X	X
*a. Socialization			X	X
*b. Conflict		X	X	
1) War		X		
2) Revolution		X		
c. Reciprocal relationships			X	X
POLITICAL CONCEPTS				
1. Government services	X	X		X
2. Revolution		X		
*3. Law			X	
GEOGRAPHIC CONCEPTS				
*1. Globalism: earth-sun relationships		X	X	X
*2. Diversity or variability		X	X	X
*3. Location		X	X	X
*a. Position		X	X	X
*b. Situation		X	X	X
*c. Site		X	X	X
*1) Landforms		X	X	X
*a) Elevation		X	X	X
*b) Mountains		X	X	X
*c) Plateau				X
*d) Plains		X		X
*e) Coral atoll			X	
*f) Coral reef			X	
*g) Island			X	
*2) Water				
*a) Ocean		X	X	X
*b) Lagoon			X	
*c) River		X		X
*3) Climate		X	X	X
*a) Temperature		X	X	X
*b) Growing Season		X	X	X
*c) Precipitation		X	X	X
(1) Monsoon				X
*d) Seasonal variation		X	X	X

	U.S.	U.S.S.R.	Trobriand Islands	India
*4) Soil				
a) Fertility		X	X	
b) Exhaustion			X	X
*5) Vegetation			X	X
a) Rain forest (and jungle)			X	X
*b) Coniferous and hardwood forest		X		X
*c) Desert				X
d) Tundra		X		X
e) Steppe		X		X
*6) Man-made features			X	X
*a) Village			X	X
*b) Cities	X	X		X
*4. Interrelatedness	X	X	X	X
*a. Trade	X	X	X	X
*b. Interdependence	X		X	
*c. Areal association	X		X	
*5. Change			X	
*a. Soil development and exhaustion			X	X
*b. Situation			X	
*6. Cultural Use of Environment		X	X	X
*a. Ways of making a living	X	X	X	X
*1) Fishing			X	
*2) Farming		X	X	X
*3) Handicrafts			X	X
4) Industry	X	X		X
*b. Population dispersion and density		X		X
1) Land use		X	X	X
2) Urbanization		X		X

SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS

	Own Community	U.S.S.R.	Trobriand Islands	India
. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.	X	X	X	X
a. Economic wants of people seem never to be satisfied, since goods and services must be replenished constantly as they are used up, since population is expanding and since new inventions create new wants.	X			
b. A productive resource is anything which can be used to produce goods and services.	X		X	
1) There are different kinds of productive resources (factors of production) including natural resources (land), labor (man) and capital goods (tools and machines and buildings to house production.)	X			
2) Many types of goods can be produced from the same resource.	X			
. Certain basic economic questions related to allocation are resolved in some fashion by every society. Although perhaps in no other way than tradition. These questions are: (1) What and how much of each good or service shall be produced? (2) How much shall be produced in total? (3) How shall these goods and services be produced? (4) How shall these goods and services be distributed among the people?		X	X	X
a. There are many ways of deciding who should get scarce goods and services.	X			
b. Economic systems differ as to how questions are resolved about what and how much to produce, how it shall be produced, and who shall get what goods and services.	X		X	X
The fundamental difference between economic systems is in how and by whom basic economic decisions over allocation of resources are made.		X		X
a. In a private enterprise system it is the market which serves largely to resolve the questions of: What and how much shall be produced? How shall it be produced? and Who shall get what products and services?	X	X		X
1) Demand affects the supply of goods and services by affecting prices. Other things being equal, the higher the price for a good, the larger the quantity which will become available for sale.	X			

	Own Community	U.S.S.R.	Trobriand Islands	India
2) Competition among producers affects how things will be produced in a private enterprise economy, since each producer will try to arrive at the most efficient use of productive resources in order to compete with others and make greater profits.	X			
3) The money incomes people receive, whether in the form of wages, interest, rents, or profits, is the main factor in determining how goods and services will be divided--who will get what part of the goods and services produced in a country.	X			
b. In command economies most of the basic economic decisions are made by the government.		X		X
1)The allocation of resources in a command society is determined basically by the central planners, not by free consumer demand.				X
2) In command economies, the means of production are almost all owned by the government and most of the basic economic decisions are made by the government		X		
a) In practice, in communist countries, the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.		X		
c. Government taxation and spending policies affect what and how much shall be produced and who will get what goods and services.	X	X		
d. In a number of societies neither the government nor a market system has been important in affecting how resources are allocated. Such economic systems are based largely upon tradition. and reciprocal relationships which have grown up in the past. All societies have some reciprocal relationships which affect exchange to some degree.			X	X
e. Economic systems are usually mixed, with both public and private ownership and with decisions made both by the government and by consumers.		X		X
1) Private enterprise systems are really mixed economies, with government ownership of some means of production and some common socialized goods and services.	X	X		

	Own Community	U.S.S.R.	Trobriand Islands	India
2) Even in a communist society, plant and farm managers make decisions, within limits, on how resources shall be combined to produce what the government asks them to produce.		X		
3) In communist countries, consumers do have a say in how they spend their money for products and services available to them.		X		
4) In all societies people have traditional relationships by which they exchange certain things with each other; this exchange is not affected particularly by supply and demand.			X	X
f. Most economic systems are in the process of constant change.		X		X
. The flow of income in a private enterprise system can be broken down into three genral types of flows: between businesses and the public (producers and consumers); between the government and both producers and consumers; and between savers and investors.	X			
a. Businesses buy productive resources (labor, capital, and natural resources) from others and pay them wages, interest, rent, and money for natural resources which they in turn use to buy goods and services from businesses.	X			
b. People and business firms pay taxes to the government and the government provides services to the public and also buys productive resources from the public.	X			
c. Many people save parts of their income by putting it into bansk which lend the money to business firms which in turn pay interest and finally repay the bank.	X			
. Barter is inefficient, the development of a monetary system promotes exhange and so a division of labor and greater productivity.	X			
a. Barter consists of the exchange of desired goods and services for other goods and services without the use of money. True barter involves attempts by both parties to the exchange to get more and offer less.	X		X	
1) The exchange of goods in true bartering is affected by supply and demand.			X	

	Own Community	U.S.S.R.	Tróbriand Islands	India
b. Barter is less efficient than money for a number of reasons.	X			
1) Barter is inefficient in that goods and services are not necessarily of equal value.	X			
2) Barter is inefficient in that goods and services can not always be divided to equalize value.	X			
3) Barter is inefficient in that many goods do not last well.	X			
c. Money serves as a medium of exchange, as a measure of value, and as a storeer of value; it is divisible and can be transported easily.	X		X	
d. Money is wanted for what it can buy; paper money has no value in and of itself.	X			
. In a market economy, prices are affected by supply and demand and prices affect supply and demand.	X	X	X	
*a. Other things being equal, the lower the price, the greater the demand usually is; the higher the price the less the demand usually is--except in the case of certain types of goods.	X			
1) The degree to which changes in prices affect demand depends upon the degree to which consumers consider the good or service essential to them.	X			
b. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.	X			
1) Wage rates are affected by the supply and demand for labor in a market economy.	X	X		
. Firms compete with each other in many ways; this competition affects how things are produced.	X			
a. Firms may compete with each other by heavy advertising to make their products better known or to increase the demand for their product rather than for competing goods.	X			

	Own Community	U.S.S.R.	Trobriand Islands	India
b. Firms may compete with each other by trying to improve the quality of their product or by product differentiation.	X			
c. Firms may compete with each other by trying to introduce substitute products which will be more attractive to consumers or cheaper.	X			
d. Firms may compete with each other by cutting prices which means that they must compete in cutting costs of production in order to make a profit and stay in business.	X			
. Business firms are organized as individual proprietorships, as partnerships, as corporations, or as producers' or consumers' cooperatives.	X			
a. As compared with individual enterprises, corporations make possible a larger investment in capital goods (with an accompanying mass production and lower costs). They also provide some legal safeguards for owners in case of business failure. However, the owners have less independence.	X			
. At any specific time, the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.		X	X	X
a. Output is affected by the quality as well as the quantity of natural resources (land and minerals, etc.)		X		
1) The quality of land resources is affected by soil fertility, climate, and topography.		X		
b. Economic output is affected by the quality as well as the quantity of labor.			X	X
c. Societies produce some capital goods which do not satisfy consumer wants directly but which are used to produce more goods in the long run.	X	X		
1) Capital formation through savings is a major means of increasing an economy's total output over time, because it increases productive capacity. Thus it is a means of raising living levels.		X		

	Own Community	U.S.S.R.	Trobriand Islands	India
a) Savings (or forgoing present consumption) are needed to obtain capital goods (for investment or capital formation).	X	X		
d. Output is affected by the level of technology.				X
1) Output can be increased by technological progress in the development of tools and machines and power to replace manpower.	X			X
a) New technolgoical developments bring improved efficiency to tools and machines and increased labor productivity.	X		X	
*b) Machinery and power make possible greater production per person and more complicated products.	X			
e. The organizational structure of the total economy or of any large sector of it (such as agriculture) affects efficiency and so output.				X
1)Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).	X			
*2)Division of labor and specialization make possible increased production.	X		X	
a) In division of labor no one tries to do all of the job needed to satisfy wants. The jobs are divided up and done by idfferent people. Even one job may be broken up into a number of operations, each of which is performed by a different person.			X	
b) Mass production assembly lines use division of labor and specialization to increase output per worker.	X			
c) Division of labor and specialization in most mass production systems permit reduction of cost per unit produced.	X			
). Specialization of individuals, companies, or regions makes for interdependence.	X Individuals		X Individ. & regions	X

	Own Community	U.S.S.R.	Trobriand Islands	India
a. Specialization (by individuals) means that one person does only one task or job and becomes skilled in its performance. (Definitional generalization)	X			
b. Cities usually have greater division of labor and specialization than small towns or farm areas.	X			
c. Specialization requires some kind of market for the exchange of goods, while the market, in turn, affects patterns of specialization.			X	
d. Mass production factories need mass markets in order to be profitable.	X			
* e. The people who live in one community depend upon each other for different goods and services and help each other solve problems.				X
* f. People in most societies of the world depend on people who live in other communities or countries for certain goods and services and for markets for their goods.	X		X	X
1. In all societies people have certain economic goals. Although some economic goals are much alike different societies place differing emphases upon them and even have quite different goals.		X		
a. People generally would like to see their economic systems provide economic growth. (and so higher levels of living).		X		
b. Peoples differ in the degree to which they desire a reduction in inequalities of income.		X		
c. People differ in the degree to which they desire freedom of economic choice of occupation and disposal of income.		X		
d. People differ in the degree to which they want to permit people to own productive resources and decide what they will do with them.		X		
2. The money income people receive, whether in the form of wages, interest, rents or profits in a free enterprise economy, is the main factor in determining how goods and services will be divided -- who will get what part of the goods and services produced in a country.	X	X		

	Own Community	U.S.S.R.	Trobriand Islands	India
13. In general people in this country wish to sell their labor, land, capital, or goods for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.	X			
14. The incentive to achieve the largest amount of goods and services possible is modified by other incentives such as a desire for prestige, the maintenance of personal relationships, beliefs about what is right (bolstered by beliefs in supernatural), etc.			X	
a. People tend to work hardest at those jobs for which they recieve the greatest incentive (monetary and non-monetary).				X
15. Living levels in the U.S. are high compared to those in most countries.		X		
a. It is difficult to compare living levels between countries because of differences in the kinds and amounts of government services provided people.		X		
b. Differences in levels of living may result in part from differences in the stage of development rather than in the type of economic system per se.		X		
c. Living levels do not rise unless output of production grows at a faster rate than population.				X
16. A serious gap between what people think they should have in terms of levels of living and what they have may result in revolution if they can find no peaceful means of achieving change.		X		
17. War has serious physical and economic effects upon the people in war-torn areas.		X		
18. The private enterprise system provides great freedom of choice for consumers with incomes; these choices are influenced by many factors.	X			
a. Prices can influence our choice-making.	X			
b. Preference can influence our choice-making.	X			
c. Quality influences out choice-making.	X			
d. Packaging may influence consumer choices.	X			
e. Advertising is used to persuade consumers to make certain choices as against other choices.	X			

	Own Community	U.S.S.R.	Trobriand Islands	India
). All people, regardless of where they live or to what race, nationality, or religion they belong, have many things in common.			X	X
*a. All people, everywhere have certain basic physical drives, although they satisfy them differently		Review from grade 2	X	X
*b. Human beings everywhere have acquired the need for positive affect (affection) and interaction with other human beings (gregariousness).		Review from grade 2	X	X
*c. Human beings exhibit the same kinds of emotions (anger, fear, sorrow, hatred, love) although they express them in different ways and the emotions may be aroused by different things.		Review from grade 2	X	X
*d. Every culture must provide for the satisfaction of the elementary biological requirements such as food and warmth, and the need for positive affect or gregariousness.				X
*e. All cultures require a certain minimum of reciprocal behavior or cooperation to obtain subsistence and other ends of social life.			X	X
f. In all societies people have traditional relationships by which they exchange certain things with each other; this exchange is not affected particularly by supply and demand.				X
*g. All societies develop rules for tracing kinship and thus the group to which people can turn first for help in time of need.			X	
*h. All societies have some laws (rules which will be enforced through force if necessary.)				X
*i. In all societies people are expected to behave in certain ways and not to behave in certain ways; they are expected to believe that certain things are good and certain things are bad.		X	X	X
O. People everywhere must learn to behave in the ways they do, just as we learn to behave in the ways we do. (Culture is learned, not inborn.)			X	X

	Own Community	U.S.S.R.	Trobriand Islands	India
*a. In every society human beings learn a culture in the process of growing up; this culture is the learned behavior patterns shared by members of their group.				X
b. People perceive things in terms of their culture and total life experiences.				X
*c. All societies have some means of socializing children.			X	X
1) In primitive groups, children are taught to earn a living by parents and informally by other adults.			X	
21. The members of any group are likely to delegate responsibilities and rights; they assign certain role behaviors.			X	
* a. Families in all societies delegate different responsibilities and rights (or specific roles) to different family members; age and sex are principles used in all societies to differentiate family roles and organize these roles into statuses.			X	X
22. Ways of living differ from one society to another; each culture (way of life) is different (unique).		X	X	X
*a. Human beings have the potential to exhibit extremely variable behavior, depending upon their natural and cultural environment; they satisfy their drives and needs differently.			X	X
* b. Societies differ in terms of the kinds of services which are provided by the government.		X		
c. Economic systems differ from one society to another.		X		
*d. The structure of the family varies from one society to another. (However, the nuclear family is found in all societies, even those with other forms.)		Review from grade two	X	X
*e. Families ususally have some economic functions, but the economic function differs greatly from one society to another.		Review from grade two	X	X
*f. Families in some societies have religious or supernatural functions (including the use of magic).			X	
*g. People in different societies differ as to how they expect people to act and as to what they think good and bad.			X	X

	Own Community	U.S.S.R	Trobriand Islands	India
*h. Although all societies have some kind of religion(s), religious beliefs differ from society to society.				X
23. The leadership of any group must try to maintain the group cohesion and organize its strategies to achieve its goals.			X	
24. Governments provide many services which people cannot provide for themselves.			X	
25. Whenever things valued by a society are scarce, there will be a differential access to and control of these valued and scarce things by sub-groups within the society.		X		
a. Status may be acquired by birth, achievement, age or or some combination of these.			X	X
b. In societies with a caste system, people are born into certain occopational groups and expect certain reciprocal relationships regardless of their ability; in societies with greater mobility, they can hope to rise further in the economic ladder, but they must achieve to do so.				X
1) Members of a caste usually follow specific occupations.				X
2) Castes have a fixed relationship, one to the other, which may involve exchange of services and mutual responsibilites and obligations.				X
3) Members of a caste cannot move out of their caste, although as the caste system changes, there is more likelihood of vertical mobility.				X
26. Although culture is always changing, certain parts or elements may persist over long periods of time.		X	X	X
*a. Culture changes, although it changes more rapidly and drastically in some places and times than in others.			X	X
*1) Innovations occur in all societies; they occur in ideas and behavior, not just in things.			X	
*2) Innovations may come about as a result of diffusion or borrowing from other people.			X	
* 3) Changes in one part of a culture bring changes in other parts.			X	X

	Own Community	U.S.S.R	Trobriand Islands	India
ties have some kind of religion(s), differ from society to society.				X
group must try to maintain the group its strategies to achieve its goals.			X	
any services which people cannot s.			X	
d by a society are scarce, there l access to and control of these ngs by sub-groups within the society.		X		
ired by birth, achievement, age or h of these.			X	X
e caste system, people are born into al groups and expect certain nships regardless of their ability; greater mobility, they can hope to e economic ladder, but they must				X
ste usually follow specific occupa-				X
ixed relationship, one to the other, ve exchange of services and mutual and obligations.				X
ste cannot move out of their caste, caste system changes, there is of vertical mobility.				X
lways changing, certain parts or over long periods of time.		X	X	X
lthough it changes more rapidly and e places and times than in others.			X	X
ur in all societies; they occur in ior, not just in things.			X	
come about as a result of diffusion om other people.			X	
part of a culture bring changes in			X	X

	Comm
b. Persistence of culture traits may result from a lack of exposure to conditions which further change.	
*c. Some values are conducive to change; some make change difficult.	
1) Traditional societies, which look to tradition for guidance, have very slow rates of economic growth (growth in output).	
*27. Every place has three types of location; a position, a situation and a site.	
*a. Location is a position which sets a phenomenon at a specific point on the earth's surface.	
*1) Things can be located at specific points on the earth;s surface, usually designated by an abstract grid and described in terms of latitude and longitude.	
*b. Situation describes a phenomenon in areal relationship with other pehenomena with which it is associated.	
* c. Site relates a phenomenon to the detailed physical setting of the area it occupies.	
*28. Phenomena are distributed unevenly over the earth's surface, resulting in great diversity from one place to another. No two places are exactly alike.	
* a. Unevenly-distributed phenomena form distinctive patterns on the map.	
b. Population is spread unevenly over the earth's surface; many of the land areas are sparsely populated.	
1) A number of factors--climate, surface features, natural resources, accessibility, and history affect settlement patterns.	
* 29. Temperature is affected by the distance from the equator, elevation, and distance from warm water bodies.	
*a. Temperature and seasonal differences are affected in part by distance from the equator; temperature ranges are smaller near the equator than further away from it.	
*b. Temperature is affected in part by elevation; air is cooler at higher elevations than at lower elevations if latitude and distance from the sea are the same.	

	Own Community	U.S.S.R.	Trobriand Islands	India
ulture traits may result from a lack of itions which further change.			X	
conducive to change; some make change			X	X
ocieties, which look to tradition for e very slow rates of economic growth tput).			X	
ee types of location; a position, a e.		X	X	X
sition which sets a phenomenon at a n the earth's surface.		X		X
located at specific points on the ce, usually designated by an abstract ribed in terms of latitude and longitude.			X	
bes a phenomenon in areal relationship omena with which it is associated.		X		X
henomenon to the detailed physical rea it occupies.		X		X
ibuted unevenly over the earth's surface, diversity from one place to another. xactly alike.		X	X	X
uted phenomena form distinctive patterns				X
read unevenly over the earth's surface; areas are sparsely populated.		X	X	
actors--climate, surface features, rces, accessibility, and history affect tterns.			X	
cted by the distance from the equator, ance from warm water bodies.		X		
seasonal differences are affected in from the equator; temperature ranges the equator than further away from it.		X	X	X
ffected in part by elevation; air is elevations than at lower elevations if tance from the sea are the same.		X	X	X

	Own Community	U.
c. Places in the interior of continents tend to have greater extremes of temperature than do places along the coast.		
*1) The ocean and other large bodies of water do not heat up so rapidly as land nor cool so rapidly as land.		
2) Winds which blow over warm bodies of water (or land areas) carry warm air to nearby land areas.		
*30. Vegetation is affected by temperature and rainfall.		
*31. Soil in a particular place is affected by the type of basic rock in the region, the climate, vegetation, erosion, and by how man treats the soil.		
*32. Rainfall is affected by wind direction, distance from bodies of water, and physical features which force winds to rise.		
*33. Nature changes the character of the earth through physical processes.		
*34. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.		
*a. Man changes to character of the earth.		
b. The topography of a region may present limitations, given a specific level of technology.		
*35. Some things can be produced better in one place than in another because of climate, rsources, access to resources, available transportation, closeness to markets, labor supply, people's skills, etc.	X	
a. Location of production will be influenced by natural resources needed for production.	X	
b. Location of production will be influcenced by transportation factors.	X	
c. Location of production is influenced by physical features which affect transportation and access to resources.	X	
d. Location of production is influenced by access to markets.	X	

	Own Community	U.S.S.R.	Trobriand Islands	India
tinents tend to have re than do places along		X		X
bodies of water do not nor cool so rapidly as		X		X
bodies of water (or land earby land areas.		X		X
ature and rainfall.		X	X	
fected by the type of basic vegetation, erosion,			X	
ection, distance from atures which force winds to				X
the earth through physical				X
t in terms of his cultural f technology.		X	X	X
he earth.			X	
y present limitations, hnology.				X
er in one place than in rces, access to resources, ess to markets, labor	X		X	
e influenced by natural on.	X			
e influcenced by transpor-	X			
luenced by physical rtation and access to	X			
luenced by access to mar-	X			

	Own Community	U.S.S.R.	Trobriand Islands	India
*e. Different parts of a city usually have different but interrelated function.	X			
*f. Some types of crops require much more human labor than other types do.			X	
*g. Differing crops need different amounts of water.			X	

SEQUENTIAL DEVELOPMENT OF SKILLS

	Own Community	U.S.S.R.	Trobriand Islands	India
1. ATTACKS PROBLEMS IN A RATIONAL MANNER.				
*a. Sets up hypotheses.	X	X	X	X
2. LOCATES INFORMATION EFFICIENTLY.				
a. Uses references to locate information on local community.	X			
b. Uses encyclopedias.	X		X	X
*c. Uses table of contents to locate information.			X	
d. Uses book index to locate information.				X
e. Uses library card catalog to locate information				X
3. GATHERS INFORMATION EFFECTIVELY.				
a. Reads for details, to answer questions.				X
*b. Gains information by studying pictures.		X	X	X
*c. Gains information by studying films.		X		X
*d. Gains information by listening.		X	X	X
*e. Interprets simple pictographs, bar graphs, and circle graphs.	Pictograph Bar	Bar Circle		Bar
f. Interprets charts.		X		X
1) Gains information by studying diagrams.			X	
g. Interprets tables.		X		
*h. Gains information by making and using models.	Flow model		X	X
1) Interprets flow charts or models.	X			
i. Uses a dictionary to learn how to pronounce words and to learn the meaning of words.			X	
1) Can choose the correct meaning of a word by relating the meaning to the context in which the word is found.			X	
4. USES EFFECTIVE GEOGRAPHIC SKILLS.				
*a. Has a sense of distance and area.		X		X
*1) Compares distances with known distances.		X		
*2) Compares areas.		X		
*a) Compares areas with known areas.		X		X
*b. Has a sense of direction.		X		X

	Own Community	U.S.S.R.	Trobriand Islands	India
*1) Can tell cardinal and intermediate directions.		X		
*2) Notices directions in relationship to own town.		X		
*3) Orients a map toward the north.		X		
*4) Orients a map with globe.				X
c. Uses atlas.			X	
1) Uses atlas index to locate places.			X	
d. Interprets maps.				X
1) Uses map scale to estimate distances.		X	X	X
2) Uses parallels on globes and maps.				X
3) Uses global grid to identify directions.		X		X
4) Uses a map grid to locate places on a map.			X	
5) Interprets map symbols in terms of map legend.	X	X		X
a) Interprets map symbols for political boundaries.		X		
b) Interprets map symbols (color layers and gradients, shading.)		X		
c) Interprets map symbols for cities and towns.	X			
d) Draws inferences from a comparison of different map patterns on the same area.		X		
e) Differentiates between small-scale and large-scale maps and knows when to use each.			X	X
*f) Visualizes basic map patterns.		X		
5. EVALUATES SOURCES OF INFORMATION				
a. Looks for points of agreement and disagreement among authors and other sources.		X		
b. Differentiates between fact and opinion.				X
6. ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS.				
a. Identifies differences in data		X		X
* b. Classifies data.	X			

	Own Community	U.S.S.R.	Trobriand Islands	India
*c. Applies previously-learned concepts and generalizations to new data.		X	X	X
d. Makes graphs to help in analyzing data.		X		
*e. Tests hypotheses against data.	X	X	X	X
*f. Generalizes from data.	X	X	X	
7. Works effectively with others.				
*a. Is able to empathize with others.			X	

SEQUENTIAL DEVELOPMENT OF ATTITUDES

	Own Community	U.S.S.R.	Trobriand Islands	India
* 1. Is curious about social data.		X		X
2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations.				X
* 3. Respects evidence even when it contradicts prejudices and preconceptions.		X		
4. Values objectivity				X
5. Evaluates information and sources of information before accepting evidence and generalizations.		X		
6. Is sceptical of single-factor causation in the social sciences.	X			
* 7. Appreciates and respects the cultural contributions of other peoples (countries, races, and religions).			X	X